DOCUMENT RESUME

ED 241 808 CE 800 104

TITLE	Recruiting Volunteers for Our Cause. The TALC Program (Tutoring Adults through Literacy Councils).
INSTITUTION	Moravian Coll., Bethlehem, Pa.
SPONS AGENCY	Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Education and Training Programs.
PUB DATE	[Jun 83]
GRANT	183-98-3014
NOTE	56p.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Adult Basic Education; Adult Literacy; *College Students; Conferences; English (Second Language); *Literacy Education; Program Descriptions; Program Evaluation; *Recruitment; *Student Volunteers; *Tutorial Programs; *Tutoring
IDENTIFIERS	PF Project; *TALC Program

ABSTRACT

Moravian College in Bethlehem, Pennsylvania, received a grant and organized a recruitment campaign to obtain college student volunteers for area literacy councils. The campaign structure included: (1) contacting education departments in eastern Pennsylvania colleges and acquainting them with literacy councils, adult basic education, and the purpose of the grant; (2) obtaining agreements from 10 schools to participate in the program; (3) conducting half-day symposiums attended by education majors and faculty (these symposiums included what adult education is, career opportunities in adult education, awareness of linguistics, and opportunities for training as a volunteer with the local literacy council); and (4) encouraging the colleges to promote participation by literacy volunteers by awarding academic credit as a field study or by developing a credit course to include the experience. Although the level of college participation was not achieved, 40 new tutors were recruited, 48 colleges became aware of adult education, and 12 schools formed new linkages with their local literacy councils. The original name of The TALC Program--"Tutors for Adult Literacy from Colleges," --was revised to "Tutoring Adults through Literacy Councils." (Author/JH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED241808

RECRUITING VOLUNTEERS FOR OUR CAUSE

The TALC PROGRAM (Tutoring Adults Through Literacy Councils)

Moravian College
Division of Continuing Studies
Bethlehem, Pennsylvania 18018

Susan S. Schuehler
Dean of Continuing Studies
Director

Pamela Pillsbury Walker
Coordinator of the "TALC" Program

Grantor: Department of Education
Bureau of Vocational Education
Division of Adult Education and Training Program
Harrisburg, Pennsylvania 17126

Priority: #10

Funded: $20,420
I.D. # 183-98-3014

CE800104

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☑ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Susan S. Schuehler

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

TABLE OF CONTENTS

	Page
ABSTRACT	
I. INTRODUCTION	
Background and Rationale	1
Popluation Served	1
Objectives	2
Sequence of Events	3
Staffing	3
Intended Audience	4
Filing Addresses	6
II. OBJECTIVES	7
III. COST EFFECTIVENESS	20
IV. EVALUATION	21
V. CONCLUSIONS AND RECOMMENDATIONS	
Conclusions	23
Summary	24
Recommendations	24
VI. DISSEMINATION OF RESULTS	26
VII. APPENDICES	
Appendix A	1-4
Appendix B	1-2
Appendix C	1
Appendix D	1
Appendix E	1-2
Appendix F	1
Appendix G	1-3
Appendix H	1
Appendix I	1

ABSTRACT

RECRUITING VOLUNTEERS FOR OUR CAUSE

Moravian College organized a recruitment campaign to obtain college student volunteers for area literacy councils. The campaign structure included: 1) contacting education departments in eastern Pennsylvania colleges and acquainting them with literacy councils, adult basic education, and the purpose of the grant; 2) obtaining agreements from 10 schools to participate in the program; 3) conducting half-day symposiums attended by education majors and faculty. These symposiums included what is adult education, career opportunities in adult education, awareness of linguistics, and opportunities for training as a volunteer with the local literacy council; 4) encouraging the colleges to promote participation by literacy volunteers by awarding academic credit as a field study or by developing a credit course to include the experience.

Although the level of college participation was not achieved, 40 new tutors were recruited, 48 colleges became aware of adult education, and 12 schools formed new linkages with their local literacy councils.

I. INTRODUCTION

Background and Rationale

Through a previous 310 project, Moravian College became aware of the serious needs of literacy councils in Allentown, Bethlehem, and Easton. Literacy councils train volunteers to tutor adults, individually, in basic education. Visits with council personnel included discussions on ways a liberal arts institution could support their mission.

The greatest need indicated by all three councils was the recruitment of volunteers. There are waiting lists of adults who have requested help to learn to read and write English, but there are not enough tutors available for these potential students. Literacy councils generally operate on a small budget. Since little or no money is available for advertising purposes, their small staffs are unable to take on the additional role of recruiter.

Moravian College has attempted to demonstrate how this recruitment problem can be lessened. Colleges are a natural resource of people committed to educating students. Each year, Pennsylvania colleges graduate hundreds of students who have majored in education and social services, but few of these graduates are aware of the field of adult education. Many of these students secure jobs outside the education field and look for a volunteer teaching opportunity as an avocation. Through this grant Moravian College was able to organize a college recruitment plan to aid literacy councils in eastern Pennsylvania. The plan included presentations on "serving as an adult tutor: for college students majoring in education, sociology, and psychology."

Population Served By The Project

Three population groups benefited as a result of this project: the literacy councils established new contacts for recruiting tutors, the college students were made aware of the opportunities and benefits associated with tutoring adults, and the college faculty members gained new understanding of adult basic education.

Objectives

Pennsylvania is interested in strengthening the adult basic education program through experimentation with new methods. This project was designed to help the volunteer literacy council effort and provide additional basic education opportunities to adults at no additional cost to the state.

The long-range goals of the program were as follows:

* to increase the awareness of adult basic education opportunities to students enrolled in Pennsylvania colleges
* to develop networks between colleges and literacy councils

These long-range goals were addressed through the following specific objectives:

1. Contact 130 departments of education, sociology, and psychology in eastern Pennsylvania that currently do not provide credit courses in adult education teaching methods. Explain the program and seek their cooperation.
2. Provide half-day symposiums at participating colleges for current students, faculty, and administrators. The presenters will describe adult basic education, literacy councils, adult student characteristics, and opportunities for volunteer participation.
3. Implement student tutorial programs at the 10 participating institutions for the 1983 fall term.
4. Recruit 100 student volunteers for area literacy councils for the following academic year.
5. Develop a brochure, Tips for Volunteers Teaching Adults, for use in workshop presentations and as publicity materials for literacy councils.

6. Develop active communication networks between participating colleges and local literacy councils.

Sequence of Events

The recruitment campaign was designed to strengthen Pennsylvania's adult basic education program by developing a model recruitment program for literacy councils. In addition, the campaign brought a new level of awareness concerning adult education to professional staffs in the field of education and to college students enrolled in education, sociology, and psychology majors.

The following time-table was established:

July-August -- Appointment of the coordinator for the project

September-October -- Inform all colleges in eastern Pennsylvania, by letter, of the program and its objectives; set up visits to interested academic departments at each college to explain the project; identify potential sites for the symposiums; plan the agenda for each presentation, and develop the brochure Tips for Teaching Adults.

November-March -- Hold symposiums at colleges and encourage support for the development of credit courses.

April-May -- Work with the colleges to develop credit courses and other vehicles supporting student tutorial programs. Obtain data concerning student enrollment for fall 1983 courses.

June -- Report results to the Pennsylvania Department of Education.

Staffing

The recruitment campaign operated from the Center of Continuing Studies, Moravian College. Dr. Susan Schuehler, Dean of Continuing Studies, directed the program as part of her regular duties. Ms. Pamela Pillsbury Walker, the part-time coordinator of the project, reported to Dr. Schuehler and was responsible for contacting colleges and literacy councils, organizing dates for presentations, and assisting in the development of the student tutor programs.

Ms. Walker worked with presenters and representatives from the literacy councils in organizing presentation materials. The coordinator was selected on the basis of the following qualifications:

* Familiarity with the field of adult education
* Experience in working with adult literacy councils and undereducated adults
* Ability to work directly with college faculty

Secretarial support was provided by the regular staff of the Division of Continuing Studies, Mrs. Beverly Ludwick and Mrs. Toni Burke.

The presenters, in addition to Dr. Schuehler and Ms. Walker, were Mrs. Deborah Barrett and Dr. John Fiorino. A representative from each local volunteer literacy council was invited to participate to help foster the linkages between the college community and the literacy councils.

Mrs. Barrett is an English as a Second Language program coordinator and assistant professor at Northampton County Area Community College. She is currently on a maternity leave.

Dr. Fiorino is an assistant professor of Adult Education at Temple University and has been involved with former 310 demonstration projects. His expertise is in the field of adult vocational education.

Intended Audience

This report contains a framework for the development of future programs of cooperation between colleges and literacy councils. The results will be useful to representatives of the following :

Federal and state Departments of Education;

professional educators in the field of education;

community education directors;

graduate students in the field of adult education;

college administrators interested in fostering community relations;

local volunteer literacy councils;

bi-lingual community agencies as a resource for clients needing English as a Second Language .

FILING ADDRESSES

Copies of this report are to be filed with the following agencies:

Department of Education
Bureau of Vocational Education
Division of Adult Education & Training Programs
Harrisburg, Pennsylvania 17126

ERIC/ACVE
Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

AdvancE
Stayer Research Center
Millersville State College
Millersville, Pennsylvania 17551

Moravian College
Division of Continuing Studies
Main Street & Elizabeth Avenue
Bethlehem, Pennsylvania 18018

II. OBJECTIVES

1. Contact 130 departments of education, sociology, and psychology in colleges in eastern Pennsylvania that currently do not provide credit courses in adult education teaching methods. Explain the program and seek their co-operation. Choose 10 of these colleges to participate in the project.

There are 68 accredited two-and four-year colleges in eastern Pennsylvania. Forty-eight of these institutions were contacted for this project, initially by mail. The remaining 20 schools were not contacted because of their highly specialized curricula; for example, Moore College of Art and Hahnemann College of Allied Health Professions. The initial contact included an introductory letter, a short description of the project, and the requirements for participation in the project (Appendix A).

Prior to contacting the 48 institutions, local literacy councils were asked to cooperate. This involved a telephone call to each council explaining the project followed by a letter of introduction (Appendix B) and a project description outlining their responsibilities (Appendix B .)

The initial contact letter sent to the colleges was addressed to the academic dean or vice president requesting that the information be passed along to the appropriate department. This was followed by a telephone call to the Dean or Vice President to find out which department would assume the responsibility for the project. This generally consisted of at least two telephone calls and upon occasion many more.

The follow-up telephone calls resulted in three responses:

* a request for initial information again;
* an out-right rejection of participation in the project
* requests for further information

Twelve colleges requested further information.

Institutions that were not interested in the project were asked to respond by letter explaining why they felt they could not participate. Some of the reasons cited were the following:

> "Unfortunately, I have to be realistic and state that very few students would probably be interested in participating from our institution. Reasons for this include our own experiences at getting tutors, even though each is paid for their work. Much of this difficulty can be related to the students the community college attracts and their own goals and priorities."
>
> "We have chosen not to participate in the program at this time because our education majors are already involved in tutoring and other volunteer work and we probably would not offer credit for tutoring since we encourage volunteer work among our students."
>
> "At the Community College of Philadelphia we recruit and employ more than 250 tutors each semester. These tutors represent our strongest students. All are trained and paid the minimum wage. Our own need for tutors prohibits us from participating in your program."

The 12 institutions that responded with requests for further information were as follows:

Gwynedd Mercy College
East Stroudsburg State College
Cedar Crest College
Susquehanna College
Lehigh County Community College
Bucknell University
Albright College
Moravian College
Northampton County Area Community College
Reading Area Community College
Lebanon Valley College
Temple University

Upon a request for further information, a copy of the project proposal was mailed to the appropriate department of each college and an appointment was arranged between the coordinator and representatives of the colleges. The results of these meetings are discussed under Objective 2.

2. Provide half-day symposiums at these 12 colleges for current students, faculty, and administrators. The presenters will describe adult basic education, literacy councils, adult student characteristics, and opportunities for volunteer participation.

The half-day symposiums were structured to include a lecture about the background of adult education and opportunities for employment in adult education today. A demonstration of linguistics followed to give an overview of the English language and the difficulities in learning English as a second language. The third component was a slide show, provided by the Bethlehem Public Library, entitled You Are Needed. These slides provided a background and history of the Laubach Literacy method and how volunteers are essential to making the program work. Introduction of a local volunteer literacy council coordinator who explained the recruitment procedures and duties of tutors concluded the workshop agenda. A short lesson in Russian was used to demonstrate the difficulty in learning an entirely new language.

Regents Publishing Company, Inc., Fruition Publications, Inc., Newberry House Publishers, Steck-Vaughn Company, and Scott, Foresman&Company contributed multiple copies of their adult education publications to the project. These materials were displayed at each of the symposiums. Participants were encouraged to become familiar with various publisher's materials. The publications were then donated to the college libraries for their permanent collections (Appendix C).

To publicize the symposiums, colleges were provided with posters to advertise the date and location of each workshop (Appendix D). News releases were sent to the school's daily bulletin, and professors announced the symposiums in their classes.

Reactions from the 12 schools that responded to a request for a meeting with the coordinator are listed below.

BUCKNELL UNIVERSITY -- A letter was sent to the president who passed the information on to the Department of Education. A positive response was received from this department and an appointment was arranged. The chairman of the department submitted a project proposal to a departmental meeting where it was rejected. However, the coordinator of the project did meet with the chairman to discuss the reasons for the department's refusal to support the program.

The chairman explained that the primary reason for not participating was that the proposal required the awarding of credit to students for the tutoring experience. He also explained that a contributing factor was declining enrollments which might cause some classes to be phased out and faculty to be cut. It was felt that to introduce a new course at this time would not be fair to courses already in existence.

SUSQUEHANNA UNIVERSITY -- The initial contact information was forwarded to the Department of Continuing Education. The Director of Education was very enthusiastic, but when the project was presented to the Vice President he felt it was not appropriate for the university. At this time, it was felt that the department was over-extending itself and to participate would create further difficulties.

ALBRIGHT COLLEGE -- The Academic Dean's Office sent the initial program information to the Education Department. The chairman of the department was very enthusiastic about the program and requested a course description for use in a department meeting (Appendix E), The department rejected participation. No reason was given.

CEDAR CREST COLLEGE -- The proposal was forwarded to the English Department and a meeting was set up between the chairman and the project coordinator. The chairman was impressed with the project and took the idea to the administration. It was on this level that the project was rejected. The Continuing Education Department was contacted and a meeting was arranged. The director dis-

cussed the program with the Education Department, and it was felt that students would not respond to either the symposiums or to becoming tutors.

GWYNEDD-MERCY COLLEGE -- The preliminary materials were sent to the Academic Dean's Office who sent them on to the Community Relations Office. A meeting was arranged with this representative but had to be cancelled because of a death in the family. A second meeting was arranged and the full proposal was discussed. The proposal was rejected because the Dean felt the student body was involved in too many other activities and the community probably could not be motivated to participate.

LEHIGH COUNTY COMMUNITY COLLEGE -- The contact person at LCCC was the Director of the Reading Program. His feelings were, "I wholeheartedly support the objectives and believe this type of service is essential if literacy councils are to succeed and keep pace with their increased needs." However, he felt that most students at LCCC must work in order to pay for their education and therefore would have little time to do volunteer tutoring.

LEBANON VALLEY COLLEGE -- The contact was the Director of Career Planning and Placement because of the experiental aspect of the project. He responded very favorably and scheduled a symposium. Unfortunately, without faculty support, students were not informed of the symposium and it had to be cancelled due to a lack of interest.

NORTHAMPTON COUNTY AREA COMMUNITY COLLEGE -- The coordinator met with the Vice President for Academic Affairs. He passed the information on to the Dean of Humanities. His response was that the symposium would be accepted but " . . . the difficulty for us in setting up a course giving academic credit is that our experience with field experience/internship courses leads us to conclude that they are not transferrable credits. And since our education and liberal arts programs are 100-200 level (transfer level) courses, only transfer level courses are permissible, in the best interests of the students' future

education at a four-year institution."

A symposium was scheduled but because of a lack of faculty support it was necessary to cancel the program. It was learned through this experience that faculty support and encouragement are necessary for student participation. NCACC sponsors many activities related to the community. They have a very high level of participation by senior citizens. A group of retired citizens was meeting at the community college one day a week for an eight-week period. The coordinator approached this group about the project and was met with an enthusiastic response. A workshop symposium was presented to a group of 90 adults (Appendix F).

READING AREA COMMUNITY COLLEGE -- The coordinator met with the Vice-President for Academic Affairs to explain the program. The proposal was passed on to the Director of Adult Education. Another meeting was held between the coordinator and the director in order to explain the project in detail.

A second meeting was scheduled with the director, the project coordinator and the local literacy council representative. At this time publicity materials were distributed and a symposium was organized. There was a sign-up for interested students to register, but the day before the scheduled symposium only two students were registered. The symposium was re-scheduled and additonal posters and flyers were distributed. The workshop had to be cancelled a second time for lack of student interest.

MORAVIAN COLLEGE -- The support of Moravian College was solicited as soon as the grant was received. The Education Department wholeheartedly supports the local literacy council and was anxious to participate. A half-day symposium was scheduled and education majors were given class-time to attend. As a result of the workshop five new tutors were recruited. Another benefit was the development of a credit course to be offered in the 1983 fall term entitled "Methods of Teaching Adult Literacy."

EAST STROUDSBURG STATE COLLEGE -- As a result of the contact with this college a plan was established for the formation of a new literacy council. (See Objective III.) Support for a symposium was provided by the faculty, administration and students. A workshop was tailored to their needs because of a small number of participants. The agenda included the slide show, an explanation of what a tutor is, and how a tutor is trained. Discussion followed the program. Five tutors expressed a desire for training.

TEMPLE UNIVERSITY -- An introductory letter was sent to the Dean of Faculties. There was no response from this office, but through Dr. John Fiorino, the Office of Career Services was contacted. The Coordinator of Student Employment felt the program would not be of interest to the students. The lack of response was relayed to the Pennsylvania Department of Education who referred the coordinator to an additional contact at the university. This person was contacted by telephone and letter. They were unable to interest the university in further participation.

The evaluations from the symposium participants included the following comments:

> "I was aware of literacy, but it was good to hear it again and made me feel refreshed to have it brought to my attention again."
>
> " . . . I enjoyed the discussion about teaching the English language and its side issues immensely."
>
> "The entire presentation was very enlightening."
>
> "Being made aware of the difficulties the non-native has, to understand our English language was most interesting."
>
> "We are so lucky to have such large ranges of opportunities in our community."
>
> "I didn't know we had so much to give."

3. Implement student tutoring programs at the 10 participating institutions which would be put into practice during the 1983 fall term utilizing a credit course developed at California State College under a 309 demonstration project.

One of the recommendations made by the Department of Education at the outset of the grant was to obtain a copy of the results of the California State College Reading Academy. After a number of telephone calls to various departments at California State it appeared that copies of the report, funded in 1977, could not be found.

The retired director of the program was contacted and a copy of the final report was requested which he was unable to supply. During the last week in May 1983 a copy of the report was found and mailed to the coordinator at Moravian College. This report might have been helpful had it arrived earlier but was interesting to read and use as a comparison.

The lack of cooperation experienced among institutions was offset by the growth of new activities. As a result of the project, Moravian College is offering a credit course for tutoring adults in basic education through literacy councils during the 1983 fall and 1984 spring terms.

Another program implemented as a result of this grant was the formation of the Monroe County Literacy Council. The Moravian College coordinator recognized the need for a volunteer literacy council in Monroe County and contacted Mr. Alfred B. Bennet, Jr., director of the 310 project, "Strategic Literacy Development for Pennsylvania."

The coordinator and representatives of two area libraries, community agencies, community educators, and East Stroudsburg State College faculty and administration scheduled a planning meeting and Monroe County Literacy Council was formed (Appendix G). A tutor training session was scheduled for 30 tutors.

The major resistance to participation among colleges seems to have been our request that they offer credit for courses in tutoring. There seemed to be a feeling among several of the colleges that they did not want to offer an untested course without some guarantee of success. Although this was not the only reason for failure of the institutions to participate other factors also cited were: diminishing enrollments in education courses, transferrability of credit for experiential courses, and the general attitude among students when asked to volunteer their time.

4. Recruit 100 student volunteers for area literacy councils for the following academic year.

The evaluation of this objective was designed for enrollments for next year. The enthusiasm generated by the symposiums and the formation of a new literacy council encouraged 40 new tutors to take part in the program during the current year.

As noted before, Moravian College will offer tutoring for adults in basic education as a course during the 1983 fall and 1984 spring terms. Final statistics on enrollments are not completed because frehmen and transfer registrations have not been completed. It is hoped that the enthusiasm already demonstrated by the 40 students involved in tutoring in their local programs will continue and grow. Favorable experiences in tutoring tend to make students want to participate and help to spread the work to potential tutors.

5. Develop a brochure on "tips for volunteers teaching adults" to be used in presentations and later by the literacy councils when they hold volunteer training sessions.

A brochure was developed by the project coordinator and the project director. This pamphlet was critiqued by members of the local literacy councils.

Five hundred copies were printed and 300 were distributed to symposium participants and were also used as publicity materials. The remaining brochures were donated to local literacy councils for use in training sessions and as publicity information. In addition, the pamphlets were used to introduce the differences in teaching adults vs children during the workshops.

For use as publicity material, the brochure was especially designed with space for each literacy council to affix its address so that potential tutors are able to contact them for further information (Appendix H). (A legend cites the cooperation of Moravian College and the Pennsylvania Department of Education as co-sponsors.

6. Develop active communication networks between 10 participating colleges and local literacy councils.

Fifteen literacy councils were contacted by letter with an explanation of the responsibilities required to participate in the project. The coordinator met most of the literacy coordinators during a meeting of the regional Tutors of Literacy in the Commonwealth at Reading Area Community College. This is a newly formed committee of the Pennsylvania Association for Adults in Continuing Education. This meeting also made it possible for the coordinator to report to the literacy councils on the progress of the project.

One of the most valuable results of this grant was the introduction of local literacy projects to the 12 participating colleges. As an example of this cooperation, an introduction was arranged between the director of Adult Education of the Reading Area Community College and the coordinator of the Reading/Berks Literacy Council. This meeting planted seeds for further cooperative projects.

The Bethlehem Literacy Council coordinator participated in four college symposiums. She provided support and the slide show You Are Needed for all the presentations.

The director of the Monroe County Library was very cooperative in helping to develop the new literacy council for that area. She was able to identify community leaders and contacted them for the initial meeting. The director met the faculty representatives at East Stroudsburg State College through these activities.

The volunteer director of the Western Pocono Community Library is also the new coordinator of the Monroe County Volunteer Literacy Council. She also provided assistance with the initial planning meeting and coordinated the new literacy council activities which include scheduling student tutors from East Stroudsburg.

The part-time coordinator of the Allentown Literacy Council has been active in networking with area colleges for some time. Prior to the grant she trained several Spanish majors from Muhlenberg College to serve as tutors. She also contacted both Cedar Crest and Lehigh County Community Colleges to solicit their support in locating volunteers.

A total of 68 colleges received information about volunteer literacy councils and it is hoped that the seeds of information will bring awareness of the councils' needs and foster future cooperation between the two organizations.

III. COST EFFECTIVENESS

State funds $14,970/1325 contacts $11.30 per contact

GRANT STATISTICS

College Contacts		Literacy Council Contacts	
Letters	68	Letters	22
Phone Calls	104	Phone Calls	59
Visits	15	Visits	12
Total Contacts	187	Total Contacts	93

Total Contacts: 280

Tutors Gained	40
People Attending Symposiums	185
Brochures Distributed	500
Symposiums Given	4
Symposiums Scheduled	8

The overall purpose of this project was to establish new linkages between institutions and literacy councils and to create awareness of adult education to new audiences. As the project progressed the dynamics of developing networks became evident and the opportunity for 1325 new interpersonal contacts established.

IV. EVALUATION

A summary of each objective's evaluation is as follows:

OBJECTIVE I

Statistics concerning contacts with colleges will be maintained and reported.

104 phone calls

68 contacts by letter

15 visits

68 total number of colleges contacted

187 total number of contacts

OBJECTIVE II

Participants in 10 symposiums will be asked to complete evaluations of materials and speakers and to express their new level of awareness.

See Appendix F for a copy of the evaluation form. Quotes from these forms may be found under Objective 2 (page 13).

OBJECTIVE III

Samples of new courses or other participatory options developed at each of the colleges will be submitted in the final report.

Moravian College was the only institution that agreed to offer a course for credit in literacy tutoring. The course description may be found in Appendix E.

OBJECTIVE IV

Statistics concerning course registrations will be requested from colleges and reported in the final report.

These statistics are unavailable from Moravian College because regis-

tration for fall courses has not been completed at this time.

OBJECTIVE V

Response concerning the brochure and its benefits will be solicited from the colleges and literacy councils.

An evaluation letter may be found in Appendix I. The brochure was evaluated before its use by literacy councils and colleges.

OBJECTIVE VI

Statistics and evidence of new linkages between colleges and literacy councils will be reported in the final report. Records of all contacts concerning the project will be maintained by the project coordinator. Additional data will be requested from participating colleges as part of the final program evaluation.

There was a 100% response from the literacy councils contacted. Twenty-three percent of the colleges contacted agreed to participate in the project. Twenty-six percent of the participating colleges established new linkages with local literacy councils, and 100% of the schools received information concerning the existence of the volunteer programs for literacy in their areas.

Further information concerning statistics may be found on page 20 in the Cost Effectiveness section.

V. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The project, when introduced to both colleges and literacy councils, was received with enthusiasm. The literacy councils were especially pleased that the program addressed their need for locating tutors. The following are some comments from literacy council personnel:

> "I am very enthusiastic about the project because it promises to benefit many groups."
>
> "We look forward to the coming year and the opening of new doors in order to reach those less fortunate than we."
>
> "Offering an academic credit course for training and tutoring an adult literacy student is an exciting concept."

The main concern expressed by literacy council personnel was a lack of student follow-through due to the nine-month academic year. Most academic years include several long vacations and busy times for students when tutoring activities must be given a lesser priority.

The grant was designed to encourage academic credit for tutoring activity as additional incentive to increase participation. Due to the short duration of the project this enticement could not be measured.

The grant staff discovered that few colleges were aware that the literacy councils existed. One very important aspect of this grant was that it provided most schools involved with an introduction to what literacy is all about and how it functions as part of the community.

From the colleges' perspective there were several factors that blocked support for the project even though their initial reaction was interest and enthusiasm. The academic structure for course approval at many colleges is a very lengthy and time-consuming project. A one-year grant was unable to provide the necessary time to complete this process.

Occasionally colleges tend to be uncomfortable with any organization that offers education by volunteers. Institutional philosophy dictates that to teach, a person must be educated and possess teaching credentials. The colleges were made aware that even though literacy councils are mostly composed of volunteers, the training and follow-up of each tutor is extensive. This fact helped allay some of the colleges' fears.

Additional teaching costs were another concern. This is a time of decreasing academic enrollments and staff retrenchment. Any curriculum additions may drain students from existing courses offered by tenured faculty.

There were several problems encountered connected with student commitment to the project. The academic calendar left little room for additional work for students on a volunteer basis, and lack of transportation created problems both for the student tutor and the adult learner. Student financial needs created another problem.

With the drastic cut-backs in financial aid most students were seeking part-time jobs and were not enthusiastic about volunteering their time.

Summary

This program was met with enthusiasm by the volunteer literacy councils, college administrators, faculty, and students. There were problems encountered that might be overcome with a different approach sometime in the future.

Recommendations

Although the time frame for setting up credit courses at 10 colleges was inappropriate, several avenues of cooperative effort were identified.

A strong support came from the career planning and placement offices on several campuses. In future programs these offices should be contacted to recruit student volunteers. The placement offices supported the concept of

being able to offer liberal arts students an opportunity for a "hands-on" experience.

Another suggested resource of volunteers is area community organizations and senior citizen groups. Members of these groups have a significant amount of time to volunteer. They are more focused on improvement of their community, unlike college students who will graduate and leave the area.

VI. DISSEMINATION OF RESULTS

This project was primarily designed to provide a new high level of cooperation between colleges and literacy councils. Pennsylvania colleges were sent information to acquaint them with local literacy groups. The Tips for Teaching Adults brochure was printed and distributed through the college symposiums and the literacy council volunteer training program.

The documented results of the recruiting campaign for the Volunteers for Our Cause project, including a report on activities, an evaluation, and recommendations are included in this final report. The report has been filed with the Commonwealth of Pennsylvania, Department of Education, Division of Adult Education and Training Programs.

The report is also on file through two computerized retrieval systems. Nationally this report is being distributed through the United States Office of Education, Division of Adult Learning Programs, and the Division of Development and Dissemination coordinating with ERIC Clearinghouse on Adult, Career and Vocational Education (ERIC/ACVE). A copy of the final report can be secured through a computerized retrieval system, AdvancE, maintained by the Pennsylvania Department of Education.

APPENDIX A

Introductory Letter to Colleges	Page 1
Description of Project	Pages 2 and 3
Requirements for Participation	Page 4

September 22, 1982

, Academic Dean

Dear :

The Division of Continuing Studies, Moravian College, has received an adult education grant to provide a system by which higher education institutions may create links with literacy councils. The enclosed proposal describes, in detail, how this may be accomplished.

What this program provides for college students is a chance to experience teaching and helping others in a supervised environment. In today's changing economy, college graduates need an education plus experience to compete for the available employment opportunities. The enclosed proposal describes in detail how this experience may be gained.

The literacy council in your area has responded with their needs. They are very enthusiastic about the prospect of forming links with area institutions.

We would appreciate your forwarding this letter and proposal to an appropriate department chairman who might be an enthusiastic participant in the program. We would appreciate a response from the department chairman by October 6. This would enable us to set up a meeting to discuss the program and answer any questions that may arise.

If I can be of service to you, please feel free to contact me mornings at (215) 861-1387.

Sincerely,

Pamela Pillsbury Walker
Coordinator of the "TALC PROGRAM"

Enclosure

TUTORS FOR ADULT LITERACY FROM COLLEGES

"TALC Program"

"We need more people aware of and involved in adult education."

Through an adult basic education grant, Moravian College became closely acquainted with literacy councils in the Lehigh Valley. Literacy councils train volunteers to tutor adults, individually, in basic education. Visits with council personnel have frequently included discussions concerning the needs of the councils and the ways in which educational institutions could support their mission.

The greatest need indicated by the councils was recruitment of volunteers. There are long waiting lists of adults who have requested help, but there are no tutors to assign to these future students.

Moravian College has received a demonstration grant to assist literacy councils with this problem. The program is titled, "Tutors for Adult Literacy from Colleges" (TALC). Colleges are a natural resource of people who are committed to education and teaching others. Each year hundreds of students attending Pennsylvania colleges major in education and social sciences. TALC is designed to provide opportunities for these students to experience the role of teacher/mentor prior to their final academic year. TALC would work with a selected group of colleges interested in linking their students to a tutoring experience.

For cooperating institutions who are interested in providing a credit course, TALC will provide a half-day symposium to explain adult basic education in the context of adult literacy in Pennsylvania and to discuss the special needs of adult learners. A trained leader will demonstrate the teaching of English as a second language and present a slide show, "You Are Needed." A display of adult education materials from publishers will be provided to each participating college. These materials could become a permanent part of the institution's library collection.

Colleges will be provided with information concerning three Pennsylvania colleges which have established academic credit courses utilizing links with literacy councils.

Students will benefit through involvement with TALC by developing an understanding of the profession of adult education. Students will participate in a supervised teaching experience resulting in both academic credit and a basic skill that will aid the marketability of the student upon graduation.

Participating institutions will agree to provide space and to encourage participation of students in the half-day symposium. Through TALC, institutions will develop working relationships with literacy councils and provide academic credit for student tutoring projects during the following year. From these institutions, TALC will request submission of appropriate course syllabi and statistics of participating students.

Calendar of Events for TALC

"Tutors for Adult Literacy from Colleges"

September, 1982	Contact and discuss the program with literacy councils and with Pennsylvania colleges.
October & November	Select ten colleges as participants with area literacy councils. Present half-day symposium on Adult Basic Education at the colleges.
December & January, 1983	Assist the colleges in developing or selecting a course structure to permit the tutoring experience for academic credit.
February & March	Course proposals will be processed through appropriate academic channels at each institution.
April & May	Registration of students for the new course offering scheduled for 1983 fall and 1984 spring terms.
June	Report statistics and project results.

APPENDIX B

Introductory Letter to Literacy Councils Page 1

Description of Responsibilities Page 2

September 8, 1982

Allentown Literacy Council
Allentown Area Lutheran Parish
34 South 10th Street
Allentown, PA 18102

Dear :

Moravian College has received a demonstration grant from the Department of Education, Bureau of Vocational Education, Division of Adult Education and Training Programs entitled "Recruiting Volunteers for Our Cause". This grant came about as a result of contacts with local literacy councils and their need for volunteers.

The program is designed to recruit volunteers for your program from colleges within your geographical area and for these volunteers to make a committment to working with you by taking an academic credit course with tutoring as a component. Enclosed you will find a detailed description of the program.

I will be contacting you in the next few days, by telephone, to discuss the program. If you should have any questions prior to this, please contact me, mornings at 861-1387.

Sincerely,

Pamela Pillsbury Walker

Tutors for Adult Literacy from Colleges

"TALC Program"

Through an adult basic education grant, Moravian College became closely acquainted with literacy councils in the Lehigh Valley. Visits with the council personnel frequently included discussions concerning the needs of the councils and the ways in which educational institutions could support their mission.

The greatest need indicated by the councils was recruitment of volunteers. Moravian College decided to address this need through an adult education demonstration project. The project, "Tutors for Adult Literacy from Colleges" (TALC Program), addresses the following areas:

(1) Create awareness of Adult Education as a professional field among college students.

(2) Develop communications network between literacy councils and ten participating colleges in Pennsylvania.

(3) Recruit one hundred new tutors for literacy councils. These tutors would be receiving academic credit for completion of both training and six months of tutoring for a literacy council. The students would be supervised by college instructors.

Cooperation with the TALC Program by the literacy councils is essential to the project. If the project is successful, many people will benefit: the colleges, through increased understanding of the adult literacy problem; the student, by receiving valuable hands-on experience in working as a tutor prior to entering the fields of education, psychology or social work; the literacy councils, through the development of a strong linkage with higher education resources.

Participating literacy councils will be asked for assistance by:

Meeting with college representatives to help organize a recruitment structure.

Opening their literacy training sessions to the student tutors as preparation for their tutoring assignments.

Assigning adult students to the trained student tutors.

Assisting the college instructors in evaluating the student tutor.

APPENDIX C

Thank You Letter to Participating Publishers Page 1

September 22, 1982

Mr. Steve Hunt
Steck-Vaughn Company
P. O. Box 2028
Austin, Texas 78768

Dear Mr. Hunt:

Your prompt response and donation of adult education materials are very welcome. We appreciate the variety of materials you were able to send us and know that these will be an asset to our symposiums.

We will be happy to distribute the catalogues enclosed with your materials. Thank you for all of your cooperation.

Sincerely,

Pamela Pillsbury Walker
Coordinator of "TALC"

PPW:sfb

APPENDIX D

Symposium Publicity Poster Page 1

HELP WANTED

TUTOR AN ADULT

The experience can...

help you begin a career.

add experience credentials to your resume.

give you personal satisfaction through helping others.

Attend an information session on campus:

For: _____

When: _____

Where: _____

Reserve a Place by: _____

_____

BEST COPY AVAILABLE

Cosponsored by — The Pennsylvania Department of Education, Moravian College, The Area Volunteer Literacy Council and this College.

APPENDIX E

Course Description Pages 1 and 2

Literacy Training

1. 12 hours classroom training, including 85% grade on final exam. Open Book Analyser of Skill Books 3, 4 and 5. Demonstrate with 90% accuracy the teaching of one chart and story in Skill Books 1 and 2.

2. 24 hours tutoring a literacy student under supervision.

3. 4 periodic consultations with the tutor supervisor to evaluate tutoring sessions.

4. 28 hours homework (based on two hours per week for 14 weeks).

   a. Preparation for tutoring lessons.

   b. A log of tutoring experiences - noting strengths and needs of students.

   c. A written report on three books from the NALA bibliography.

   d. A short story of 100-200 words written in the controlled vocabulary of Skill Books 1, 2 or 3.

Established by: American Council on Education and National Affiliation for Literacy Advance

February 1976

ESOL Training

(Teaching English to
Speakers of Other Languages)

1. 15 hours of classroom training.

2. 21 hours tutoring an ESOL student under supervision.

3. 4 periodic consultations with tutor supervisor to evaluate tutoring sessions.

4. 28 hours homework (based on 2 hours per week for 14 weeks).

   a. Complete lesson plan in sequence for a given lesson.

   b. Submit an analytical study of the Teacher's Manual instructions for a given lesson in Skill Book 2 and modify as needed to make it useful for ESOL instruction.

   c. Simplify existing material useful to an ESOL student controlling the vocabulary and structures to a specific lesson level.

   d. Submit a written report on two books from a specific bibliography.

Established by: American Council on Education and National Affiliation for Literacy Advance

February 1976

APPENDIX F

Evaluation Form for ..ymposiums Page 1

ADULT EDUCATION WORKSHOP

NCACC MARCH 30, 1983

1. Were you aware of the wide range of opportunities provided by adult education today, before the presentation?

_____ yes _____no

2. Are you now interested in finding out more about adult education?

_____yes _____no

3. Did you know about the volunteer literacy program before today?

_____yes _____no

4. What area of the presentation did you find most interesting?

ADDITIONAL COMMENTS:

APPENDIX G

Monroe County Literacy Council Formation Information Pages 1,2,3

MONROE COUNTY LITERACY COUNCIL

(Preliminary Meeting)

EAST STROUDSBURG STATE COLLEGE
March 11, 1983

Attending:

Al Bennett
Donald L. Henderschedt
Jean S. Hilliard
Barbara J. Keiser
Carol H. Kern
David B. Kresge
Arthur D. MacDonald
Nancy Mosher
Gary Shupp
Roseann Syska

I. Background of Volunteer Literacy

A. Introductions were made and a list for mailing purposes circulated.

B. Background of literacy (national and state)

1. The Adult Performance Level (APL) Study was done on a national level to measure the levels of adult education. The results were that 20% of adults (persons eighteen years and over) are functionally illiterate in the United States.

2. In 1979, the Department of Education of Pennsylvania replicated the APL Study and found that 30% of the adult population of Pennsylvania was functionally illiterate. These findings vary from area to area depending on location and population per square mile.

3. 50% of Pennsylvania residents do not have high school diplomas.

C. Who and why this meeting was convened.

1. Al Bennett Literacy Services Manager, received a 310 Demonstration Project Grant from the Pennsylvania Department of Education to begin new volunteer literacy programs. The two key points for volunteer literacy are: (a) each one teach one and (b) a solid and structured curriculum for adults.

2. Pam Walker is coordinating a 310 Demonstration Project linking existing volunteer literacy programs and colleges.

3. Volunteer literacy action is not trying to replace adult education but supplement existing adult education in a complementary way.

II. Formulation of a Volunteer Literacy Council

A. Monroe County Volunteer Literacy Council

1. It was proposed by the group that a new council be county wide and a community project.

2. The question of funding was raised.

a) It was explained that there are literacy councils that currently have budgets anywhere from $60,000 to $200 per year.

b) Possible funding sources are:

(1) 306 grants
(2) library grants
(3) churches - Lutheran Church Women
(4) college
(5) world hunger program
(6) B. Dalton Bookstore grants for literacy
(7) private gifts
(8) foundations

B. Population to be served

1. Pennsylvania describes an adult as being at least 16 and out of school. The state mandates a person must be taken care of until age 16 but there are no mandates to serve adults.

2. To include high school students is generally too big a drain on a volunteer literacy council but a way to meet this need is to recruit students as tutors from the high schools for the high schools.

III. Kick-Off Workshop

A. Preparations for workshop

1. Funding a certified trainer to run the workshop.

2. Publicity

a) press coverage - newspaper
b) local clubs announcing literacy workshop to members
c) church bulletins
d) local T.V. station

3. Reason publicity is necessary is to make people aware of the fact that illiteracy exists right in their area.

B. Actual Workshop

1. How - by using materials already available at the Western Pocono Community Library.

2. Who - Ms. Pat Gaul from the Philadelphia Literacy group.

3. When - April 22-24

a) Friday - 7:00 P.M. - 10:00 P.M.
b) Saturday - 9:00 A.M. - 4:00 P.M.
c) Sunday 1:30 A.M. - 4:30 P.M.

4. Where - St. John's Lutheran Church

C. Commitment required of tutors

1. One year of tutoring

2. Tutor at least 1 1/2 hrs. per week.

3. NALA Study - 30 hours of tutoring equals a one level rise in reading level.

4. The public libraries are willing to act as information centers.

APPENDIX H

Brochure "Tips for Volunteers Teaching Adults" Page 1

TIPS (FOR) TEACHING Adults

For further information about tutoring adults contact your local adult literacy program.

Prepared by the Division of Continuing Studies, Moravian College, Bethlehem, PA through a grant provided by the Division of Adult Education and Training Program, Pennsylvania Department of Education.

AN ADULT LEARNER'S NEEDS AND CONCERNS DIFFER SOMEWHAT FROM THE NEEDS AND CONCERNS OF TRADITIONAL STUDENTS.

The following statements note some of the concerns.

WHAT MOTIVATES ADULTS?

. Appropriate materials specifically designed for adults

. A comfortable learning area without distractions or noise

. A learning area that is easily accessible

. A supportive relationship

. Be understanding - expect trepidation

. Remember the students are equals - learn as much from them as you'll teach them

. Help them to set achievable short range goals

. Develop short steps with an end in sight

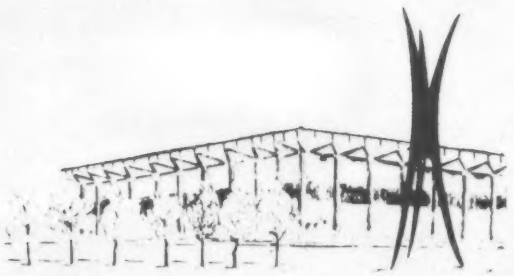
. Consider time factors (an adult's responsibilities may include job and family)

. Adults are easily discouraged - help them to see and feel progress

. Understand the adult's personal need and work toward that need specifically

APPENDIX I

Evaluation Letter of Brochure Page 1



Bethlehem Public Library

11 WEST CHURCH STREET, BETHLEHEM, PENNSYLVANIA 18018 PHONE [215] 867-3761

JACK M. BERK
Director

June 15, 1983

Ms Pam Walker
Division of Continuing Studies
Moravian College
Main & Elizabeth
Bethlehem, Pennsylvania 18018

Dear Pam,

I just wanted to thank you for preparing and supplying the brochure, "Tips for Teaching Adults," to the Bethlehem Public Library Reading Project.

We are using the brochure in our training programs for volunteer tutors of English and basic literacy. We conduct a discussion about characteristics of adult learners and the differences between teaching adults and teaching children. Then we present the brochure to summarize the discussion and provide the tutors with a handy reference on the basic principles of teaching adults. The brochure covers every point we try to elicit in the discussion and is very effective in pulling it all together for the tutors. We feel that an understanding of the basic principles for teaching adults is essential for every volunteer tutor, and the brochure helps assure that each volunteer achieves that understanding.

All our volunteers are happy to have this clear summary. Your project has helped us out in so many ways! You know I've enjoyed working with you and Dr. Schuler, and I hope we have the opportunity to work together again in the future.

Sincerely,

Cindy

Cynthia M. Wilson
Division Coordinator
Extension Services